

FRIENDS OF THE FUTURE

OHIA: Opportunities for Hawaiian Improvement and Achievement

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Absolute Priority: Friends of the Future (applicant) proposes *OHIA: Opportunities for Hawaiian Improvement and Achievement*, a *Native Hawaiian Education Program* grant that addresses all parts of the Absolute Priority:

Absolute Priority	OHIA Strategies
(a) Beginning Reading and Literacy (K – 3)	<ul style="list-style-type: none"> • OHIA will provide daily, summer early literacy instruction for PK – 3 students during <i>Summer OHIA</i> summer program and school year classroom instruction utilizing Hawaiian themed <i>Aloha Books</i> curriculum and <i>Achieve 3000</i> technology-based intervention (see Layer 1). • OHIA will support early literacy through <i>Kids Helping Kids</i> literacy tutoring (see Layer 2).
(b) Needs of At-Risk Children and Youth	<ul style="list-style-type: none"> • OHIA will serve Native Hawaiian students enrolled in Konawaena and Ka‘u Complex schools located in a federally designated Qualified Opportunity Zone impoverished community. • OHIA will implement a Tiers of Priority student recruitment strategy that prioritizes enrollment of at-risk Native Hawaiian students who qualify for free or reduced lunches and are impacted by academic failure (see <i>Project Design</i>)
(c) Needs in Fields in which Native Hawaiians are Underemployed	<ul style="list-style-type: none"> • College and Career Readiness strategies will introduce students to diverse postsecondary education fields of study aligned to careers, particularly in STEM and Computer Science fields in which Native Hawaiians are underemployed (see Layer 4). • OHIA will enable students to explore careers in STEM, Computer Science, Health, Aviation, Tourism / Hospitality and the Arts through internships, job-shadowing and field learning excursions (see Layers 1, 2, 3, and 4).
(d) Use of Hawaiian Language in Instruction	<ul style="list-style-type: none"> • <i>Summer OHIA</i> will include daily Hawaiian language / culture studies that connect Native Hawaiian youth to their cultural identity and increase mastery of Hawaiian language (Layer 1). • <i>Summer OHIA</i> and elementary classrooms during school year will utilize <i>Aloha Books</i> to integrate literacy instruction with Hawaiian language vocabulary acquisition (Layer 1, 2). • Dual enrollment options will include Hawaiian language and Hawaiian studies courses (Layer 4).

Competitive Priorities: Friends of the Future, in collaboration with Hawai‘i Island schools and partners, proposes a grant that addresses both Competitive Preference Priorities identified in the application instructions:

Priority	OHIA Strategies
Competitive Preference Priority 1: Promoting STEM	<ul style="list-style-type: none"> • OHIA will expand an internship program with the University of Wisconsin – Whitewater to provide daily summer learning in STEM / Computer Science that includes computer science Coding Challenges, engineering problem-solving and topics related to resources of Hawai‘i (Layer 1).

<p>Education with Focus on Computer Science</p>	<ul style="list-style-type: none"> • <i>OHIA</i> will support multiple afterschool STEM and Computer Science clubs that engage students in Robotics, Coding, Engineering Problem-Solving and Natural Sciences to build STEM and Computer Science skills and interests (see <i>Project Design</i> Layer 2) • <i>OHIA</i> will provide internships / career exploration that introduce Native Hawaiian students to STEM / Computer Science careers aligned to postsecondary study (see <i>Project Design</i> Layer 4). • <i>Summer OHIA</i> will implement <i>Smithsonian Science for the Classroom</i> STEM curriculum that utilizes Smithsonian Science Stories to grow both STEM and reading competencies.
<p><u>Competitive Preference Priority 2:</u> Flexible / Affordable Paths to Obtain Knowledge / Skills</p>	<ul style="list-style-type: none"> • <i>OHIA</i> will provide extensive opportunities for apprenticeships and internships aligned to careers in which Native Hawaiians are traditionally underemployed (particularly STEM / Computer related careers – see <i>Project Design</i> Layer 4 and <i>Appendix</i> for Letters of Support). • <i>OHIA</i> will provide high school students with opportunities to enroll in dual enrollment courses (in partnership with Hawai‘i Community College – Palamanui / UH Center West Hawai‘i and University of Hawai‘i) that enable them to earn college credits while enrolled in high school and reduce the future costs of postsecondary education (see <i>Project Design</i> Layer 4).

(a) NEED FOR PROJECT

Friends of the Future (FOF), a Native Hawaiian-led 501(c)(3) education organization, seeks federal assistance to implement *OHIA: Opportunities for Hawaiian Improvement and Achievement* to serve up to 1,546 at-risk, high needs Native Hawaiian students enrolled in eight Konawaena Complex and four Ka‘u Complex schools on Hawai‘i Island. *OHIA* will address all elements of the Absolute Priority and both Competitive Preference Priorities (see Abstract and chart on page 1). Implementation of *OHIA* during the three-year grant period will address student, family and school needs while providing innovative learning experiences for Native Hawaiian and at-risk students attending underserved schools with limited access to education programs (Ohia lehua is a native, endemic tree species that grows only on the Hawaiian Islands and is prized for its strength and beauty).

Native Hawaiians have the highest levels of poverty and unemployment of all demographic subgroups in the state and lowest education attainment of all demographic groups in Hawai‘i (Hawaiian Community Assets, 2015).

Poverty: Income and poverty statistics for Native Hawaiian families illustrate significant needs:

Target Group	Per Capita Income	% Children Below Poverty	% Bachelor Degree
Hawai‘i Island (Naalehu CDP)	\$21,989	35.2%	10.9%
Hawai‘i – Statewide	\$32,511	12.9%	32.0%
United States	\$31,177	20.3%	30.9%

* *Source: US Census American FactFinder 2020.*

- Konawaena / Ka‘u Complex schools serve a federally designated Qualified Opportunity Zone based on poverty, unemployment and limited economic growth (Tract 15001021601 per U.S. Department of Treasury).
- Per Capita Income of majority Native Hawaiian communities on Hawai‘i Island (\$21,989) is 33% lower than state of Hawai‘i (\$32,511) and 30% less than the national average (\$31,177).
- Native Hawaiian unemployment on Hawai‘i Island (10.2%) is more than 3.9 times higher than state averages (2.6%) and more than 2.9 times the national rate (3.5% - US. Bureau of Labor Statistics, December 2019).
- Cost of Living Index for Hawai‘i (170.0) compared to the national rate (100.0) reinforces the effect poverty has on Native Hawaiian families (BestPlaces.com, 2019).

The impact of poverty on academic achievement and education readiness is unmistakable. Pervasive need and lack of opportunities create barriers that limit the ability of targeted Native Hawaiian students to learn and succeed in underserved schools. **Academic Achievement:** Konawaena and Ka‘u Complexes includes schools in state-designated Focus status and schools falling in the bottom 10% of all schools in Hawai‘i based on student performance indicators. Poor performance across multiple academic indicators is summarized below:

Academic Indicator	Konawaena Complex	Ka‘u Complex	State of Hawaii
Complex Enrollment	3,245	876	NA
% Native Hawaiian Students	37%	39%	25%
% Special Education	8%	10%	10%
% Free / Reduced Lunch	64%	100%	48%
Elementary School			
% ES Proficient-Reading	41%	36%	54%
% ES Proficient-Math	37%	30%	49%
% ES Proficient-Science	46%	32%	58%
Middle School			
% MS Proficient-Reading	45%	21%	52%
% MS Proficient-Math	28%	25%	38%
% MS Proficient-Science	29%	25%	41%
High School			
% HS Proficient-Reading	57%	21%	59%
% HS Proficient-Math	27%	8%	31%
% HS Proficient-Science	34%	17%	35%
Graduation Rate	77%	70%	84%

College Going Rate	34%	38%	55%
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Source: HI Strive, Hawai'i Department of Education, 2019.

Konawaena and Ka'u Complexes lack resources to provide diverse learning options for failing students, promote family commitment to learning or offer expanded assistance to youth searching for ways to break from cycles of underachievement. Academic performance results / needs include:

- Konawaena and Ka'u Complex schools are "High Poverty Schools" with Free and Reduced Lunch rates exceeding 50% (Konawaena – 64% Free / Reduced Lunch; Ka'u – 100% Free / Reduced Lunch; Total – 71%).
- Two complex schools (Hookena ES and Konawaena MS) are designated Hawai'i Focus Schools - bottom 10% in the state (Source: HI DOE, 2018).
- Ka'u Complex elementary school math proficiency (30%) is 19% below state rates (49%).
- More than 70% of Ka'u middle school students (75%) fail to achieve math proficiency standards.
- Ka'u High School graduation rate of 70% is 14% below state average (84%).
- Konawaena Complex college going rate of 34% is 21% lower than state average (55%).
- Konawaena / Ka'u elementary, middle, high proficiency in Reading, Math, Science are **all** below state rates.

Lack of education services designed to prevent chronic failure undermines the efforts of Native Hawaiian youth seeking to overcome barriers and pursue success. Significant achievement gaps separate Native Hawaiian students from higher performing peers enrolled in target schools across **all** academic indicators:

Native Hawaiian vs. School Complex Student Indicators				
Students	% Proficient Reading	% Proficient Math	% Proficient Science	Graduation Rate
All Students (Konawaena)	57	27	34	77
Native Hawaiian (Konawaena)	51	23	23	NA
All Students (Ka'u)	21	8	17	70
Native Hawaiian (Ka'u)	16	6	15	NA

Source: HI Strive, Hawai'i Department of Education, 2019.

Federal assistance is needed to expand access to learning opportunities for Native Hawaiian students and families enrolled in low-performing schools and close achievement gaps distinguishing underserved Native Hawaiian students from higher performing peers. **School Readiness:** Current school programs fail to prepare youth for higher levels of education (Grade K – 5 students for Middle School; 6 – 8 students for High School; 9 – 12 students for Postsecondary Education). Lack of school readiness perpetuates cycles of elementary, middle and high school failure, promotes drop-outs in secondary education, decreases graduation rates and reduces college enrollment, as evidenced by poor readiness data (HI ED Dept., 2018):

- 84% of four-year-old Native Hawaiian students fail to meet minimum Kindergarten readiness measures (Hawai'i State School Readiness Assessment, 2017).
- More than half of elementary students fail to achieve minimum reading standards (64% below proficiency Ka'u; 59% below proficiency Konawaena) – reducing success and increasing middle school remediation rates.
- 92% of Ka'u high school students fail to achieve secondary Math proficiency standards– reducing eligibility for rigorous college programs and increasing college attrition rates.
- College going rate of Native Hawaiian students (42%) is 13% lower than state rate of 55% (*HI Strive, 2019*).

To initiate invigorated academic programming that addresses the needs of Native Hawaiian youth, a Planning Task Force (comprised of applicant education specialists, partner school administrators / faculty, community partner representatives, cultural leaders, parents and students) conducted a comprehensive analysis of social and academic programs serving students living and learning in West Hawai'i communities. Collaborative planning identified the following needs, gaps and weaknesses in services:

Gaps / Weaknesses	Proposed Solutions / Layer of Service
Need 1: Students demonstrate significant summer learning loss.	
Gap 1: Konawaena and Ka'u schools / communities lack resources to provide summer learning options that promote academic growth.	FOF will partner with schools and community organizations to offer summer learning model for PK – 12 students: four-week <i>Summer OHIA</i> programs (see Layers 1 and 4).
Need 2: Majority of Native Hawaiian students fail to meet academic proficiency standards.	
Gap 2: Native Hawaiian students do not receive individualized support to improve reading, math and science performance.	School year tutoring in reading, math and Hawaiian language and academically-aligned learning excursions will support school-based efforts to raise achievement rates (see Layer 2).
Need 3: Native Hawaiian youth do not participate in Hawaiian language and cultural learning.	
Gap 3: Konawaena and Ka'u communities / schools lack resources to offer Native Hawaiian language and cultural enrichment programs for youth.	FOF will augment <i>Summer OHIA</i> and school year learning with Hawaiian language / Cultural Enrichment instruction to integrate Native Hawaiian content into academics (Layer 3).
Need 4: High school graduates are not prepared to enter or succeed in postsecondary education.	
Gap 4: Secondary students and families do not have adequate access to college and career awareness support services that promote postsecondary enrollment and success.	<i>OHIA</i> will offer college / career coaching, SAT / ACT test prep, campus tours, dual enrollment, career awareness activities and postsecondary application/financial aid/fields of study workshops to increase postsecondary enrollment (Layer 4).
Need 5: Students lack strong family support and family engagement in learning and school programs.	

<p>Gap 5: Schools do not offer meaningful opportunities to engage parents in shared family learning and cultural programs.</p>	<p><i>OHIA</i> will offer diverse cultural, academic and college readiness activities that engage students and parents in shared learning (see <i>Project Services</i>).</p>
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FOF recognizes the significant challenges impacting Native Hawaiian youth and families living on Hawai‘i Island and seeks funding to help elementary, middle and high school students improve academic outcomes.

Friends of the Future (applicant and fiscal agent) in partnership with Konawaena Complex schools, Ka‘u Complex schools and diverse community partners (see *Appendix* for Letters of Support) proposes ***OHIA: Opportunities for Hawaiian Improvement and Achievement*** to provide expanded education opportunities for traditionally-underrepresented PK–12 Native Hawaiian students and their families. Implementation will serve up to 1,546 high-needs, low-income Native Hawaiian students enrolled in twelve (12) Konawaena / Ka‘u Complex schools (Total enrollment of 4,121 students attending 12 schools in two Hawai‘i Island school Complexes).

The *OHIA* project design includes the following key elements: (1) Goal and Objectives; (2) Comprehensive Effort and (3) Addressing Needs. **(1) Goal and Objectives:** Evaluation will include project-specific and Government Performance & Results Act (GPRA) indicators to measure the achievement of the project goal, objectives and anticipated outcomes (see *Project Services*). Implementation of *OHIA* will help FOF and project partners meet and exceed the following goal, objectives and outcomes:

Goal	Objectives	Measurable Outcomes
<p><i>OHIA</i> <u>GOAL:</u> To improve achievement of Native Hawaiian students through academic and cultural learning.</p>	<p><u>Objective 1:</u> Diversify and expand learning opportunities for Native Hawaiian students.</p>	<ul style="list-style-type: none"> • <i>OHIA</i> will expand summer learning for Native Hawaiian students. • <i>OHIA</i> will increase parent engagement in learning and school.
	<p><u>Objective 2:</u> Increase academic performance of Native Hawaiian students in Reading, Math, Science.</p>	<ul style="list-style-type: none"> • <i>OHIA</i> will improve student achievement in Reading. • <i>OHIA</i> will improve student achievement in Math. • <i>OHIA</i> will improve student achievement in Science.
	<p><u>Objective 3:</u> Improve student knowledge of Native Hawaiian culture and language.</p>	<ul style="list-style-type: none"> • <i>OHIA</i> will increase student engagement in Hawaiian language and culture instruction. • <i>OHIA</i> students will demonstrate improved knowledge of Hawaiian culture / language.
	<p><u>Objective 4:</u> Improve college and career readiness of Native Hawaiian students.</p>	<ul style="list-style-type: none"> • <i>OHIA</i> will improve Native Hawaiian graduation rates. • <i>OHIA</i> will increase postsecondary education application rates of Native Hawaiian students.

(2) Comprehensive Effort: *OHIA* is a multi-layered project with services designed to prepare PK – 12 students to enter the next level of education with the skills needed to succeed. Layers of Service, aligned to address identified needs, gaps and weaknesses, include: Layer 1 – Summer OHIA; Layer 2 – School Year Learning; Layer 3 – Hawaiian Language / Cultural Enrichment; and Layer 4 – College and Career Readiness. **Layer 1 – Summer Learning:** Friends of the Future will partner with Konawaena and Ka‘u Complex schools on Hawai‘i Island to offer an annual learning experience – called *Summer OHIA* – that provides structured academic and cultural learning designed to reduce summer learning loss, promote early literacy and expand student opportunities to engage in authentic Hawaiian cultural and language education. *Summer OHIA* – a four-week (five days per week; minimum of 30 hours per week) summer program for up to 250 students, grades PK – 12 – will include:

Element	<i>Summer OHIA</i>
Literacy	<ul style="list-style-type: none"> • Daily reading and writing instruction aligned to grade level content standards and reflective of Hawaiian centric literacy resources will promote language improvement. • <i>Aloha Books</i> curriculum will connect literacy instruction to Hawaiian themes for elementary learners.
STEM and Computer Science (<u>Competitive Priority 1</u>)	<ul style="list-style-type: none"> • <i>OHIA</i> will sustain an internship program launched by the University of Wisconsin – Whitewater (UWW) Geology Department and an UWW Native Hawaiian Geology student originally from Hawai‘i Island to engage students in daily STEM instruction taught by college undergraduate students in STEM fields who complete a paid internship to work as <i>Summer OHIA</i> educators for the duration of the four-week program. Interns prepare, present and refine STEM activities in public schools surrounding UWW during the college school year and then travel to Hawai‘i to implement successful efforts during daily summer STEM lessons – activities include computer science coding challenges, bridge building and other engineering tasks and natural science topics related to the land, water and sea resources of Hawai‘i. • <i>Summer OHIA</i> classrooms will implement the innovative <i>Smithsonian Science for the Classroom</i> STEM curriculum that utilizes Smithsonian Science Stories to grow both STEM and reading competencies. • LEGO and VEX IQ Robotics curricula will promote interactive STEM / project-based learning for all grades and engage students in coding exercises that develop vital computer science skills / competencies.
Hawaiian Language	<ul style="list-style-type: none"> • Daily Hawaiian language / culture instruction (in partnership with Halau Kala'akeakauikawekiu) will build foundation for Hawaiian language acquisition and link language to Hula, arts and culture. • <i>Aloha Books</i> Hawaiian centric literacy curriculum will increase student acquisition of Hawaiian language vocabulary by teaching reading skills through use of both English and Hawaiian language words.
Special Education Support	<ul style="list-style-type: none"> • Daily special education support will provide access for youth with special emotional, physical, developmental and learning needs to <i>Summer OHIA</i> programs and broaden the impact of programs to engage students with highest needs in culturally relevant learning.

Hawaiian Cultural Studies	<ul style="list-style-type: none"> • <u>Daily cultural learning</u> experiences and <u>weekly learning excursions</u> will provide students and families with opportunities to learn the history of Hawai‘i and expand knowledge of culture, arts, Hula, society, history, traditions – linked to current events / academic content to provide local perspective to complex subjects.
Learning Excursions	<ul style="list-style-type: none"> • Families and youth will participate in weekly, shared learning experiences to field study locations aligned to STEM, literacy, culture and career exploration elements of <i>Summer OHIA</i> strategies – learning excursions will continue throughout the year (see Layer 2 below). Learning excursions will include programs at Imiloa Astronomy Center, Dolphin Quest, Atlantis Submarine and multiple National Park Service sites (Hawai‘i Volcanoes; Pu‘uhonua o Honaunau; Koloko-Honokohau National Parks) and Hokuli‘a Park Cultural Sites.
Service Learning	<ul style="list-style-type: none"> • Weekly service learning will develop leadership, teamwork, citizenship and compassion through community projects while strengthening partnerships vital for project sustainability.
Ho‘ike	<ul style="list-style-type: none"> • <i>Summer OHIA</i> will culminate in a traditional, full-day Hawaiian celebration, led by students, that showcases the diversity of content learned during the four-week summer program, including Hula, traditional chants, music and audio / visual media produced by students -- Ho‘ike will increase family / community engagement in learning and serve as a launchpad for the upcoming school year (previous Ho‘ike completed as part of 2018 <i>NHEP Aloha MAP</i> grant attracted more than 1,000 family participants).

OHIA will enhance and expand the capacity of a 2018 *NHEP*-funded project entitled *Aloha MAP* that launched a successful summer program and demonstrated the impact summer learning has on the academic achievement, graduation rates and postsecondary enrollment rates of at-risk Hawaiian youth (2018 effort demonstrated improvement in literacy for K – 12 youth using *Basic Reading Inventory* pre- and post-test assessments):

<i>Summer OHIA: Daily Academic Instruction</i>				
Reading Instruction	STEM Curriculum	Hawaiian Language	Coaching (Literacy / Math)	Physical Education
Weekly Academic / Cultural Enrichment				
Cultural Arts	Service Learning	Cultural Arts	Career / College Prep	Cultural Arts

Layer 2 – School Year Learning: *OHIA* will supplement daily classroom learning in standards-aligned literacy and STEM concepts with school year support strategies that provide academic assistance, cultural studies and field trips to diversify opportunities for students and expand capacity of school-based programs:

Element	Layer 2: School Year Learning
Literacy	<ul style="list-style-type: none"> • <i>OHIA</i> will support classroom implementation of <i>Aloha Books</i> curriculum in Konawaena / Ka‘u elementary schools to integrate literacy programs with Hawaiian language studies – <i>Aloha Books</i>, developed by Native Hawaiian educators on the island of Kauai and aligned to Hawai‘i state literacy standards – will provide opportunities for young learners to connect literacy growth to Hawaiian language and culture. • <i>Achieve 3000</i> (or similar) technology-based intervention will support individualized growth in all schools.

STEM and Computer Science (Competitive Priority 1)	<ul style="list-style-type: none"> • <i>OHIA</i> will enhance daily STEM instruction with learning excursions that connect academic content to and engage students in Technology, Engineering, Health and Natural Resources Career Pathways. • LEGO and VEX IQ Robotics curricula will promote interactive STEM / project-based learning for all grades and engage students in coding exercises that develop vital computer science skills / competencies. • <i>OHIA</i> will support an afterschool VEX IQ Robotics League that engages students in computer science / coding exercises and technology-based problem-solving during interscholastic robotics competitions.
Tutoring	<ul style="list-style-type: none"> • <i>OHIA</i> will provide tutoring by educators to improve literacy, math and STEM achievement for students in need of supplementary support or for students seeking to accelerate learning (three days per week – before, during and afterschool sessions). • <i>OHIA</i> will support and expand the <i>Kids Helping Kids</i> tutoring effort that connects mentor students – through service learning projects – to elementary students to provide near-peer tutoring with a focus on literacy, Hawaiian language and culture. <i>OHIA</i> will train students to serve as peer tutors in support of the successful <i>Kids Helping Kids</i> program launched at neighboring Holualoa Elementary School.
Hawaiian Cultural Studies	<ul style="list-style-type: none"> • Friends of the Future will partner with Halau Kala'akeakauikawekiu to offer Hawaiian cultural learning experiences that support year-round study of Hula, Hawaiian language, music and traditional arts – cultural practitioners will provide classroom programs to link academic study to the Hawaiian experience. • Afterschool Hawaiian Cultural Clubs will provide instruction in arts, music, history, language and cultural traditions to engage students in Hawaiian studies that expand upon summer programs and help students and schools prepare for the annual May Day festival that celebrates the Ali'i and culture of Hawai'i.
Learning Excursions	<ul style="list-style-type: none"> • <i>OHIA</i> will provide monthly opportunities for Native Hawaiian students – grades K – 12 (parents will be encouraged to attend to increase family engagement in education) – to explore Hawai'i Island through learning excursions aligned to academic content and cultural studies. • Learning excursions will deepen student connections to the unique island and cultural heritage that shape their lives and will help students gain exposure to career paths linked to postsecondary study. • Learning excursions will align to multiple <i>OHIA</i> components –Hawaiian culture, literacy, STEM / Computer Science, College and Career Readiness, Service Learning – to provide continuity of experiences, increase relevance of field study and strengthen connections between schools and community.

Layer 3 – Hawaiian Language / Cultural Enrichment: Friends of the Future, in collaboration with diverse community partners, will enhance summer and school year education initiatives with in-depth study of Hawaiian language, traditions, arts, society and culture (see *Appendix* for community partnership Letters of Support):

Enrichment (Partner)	Layer 3: Hawaiian Language and Cultural Enrichment
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<p>Hawaiian Language (Halau Kala'akeakauikawekiu)</p>	<ul style="list-style-type: none"> • <i>OHIA</i> will provide Native Hawaiian students with Hawaiian language instruction during <i>Summer OHIA</i> programs and during school year activities in partnership with Kumu (Instructor) Aloha Victor and his respected Halau Kala'akeakauikawekiu. • Language instruction will include Hawaiian Language assessments to measure growth. • Dual enrollment courses in Hawaiian Language and Culture Studies offered by Hawai'i Community College – Palamanui will provide opportunities for advanced language study.
<p>Cultural History (Kona Historical Society; National Park Service; Imiloa; Hokuli'a)</p>	<ul style="list-style-type: none"> • Educators from the National Park Service (Pu'uhonua o Honaunau and Koloko-Honokohau National Parks) Hokuli'a and Hawai'i Island cultural organizations will teach social / political / historical traditions of Hawai'i, reinforce Hawaiian language and cultural studies and connect cultural programs with the history of Hawai'i to increase student knowledge of Hawaiian heritage and strengthen the cultural identity of youth.
<p>Hula, Arts, Music and Hawaiian Culture (Halau Kala'akeakauikawekiu)</p>	<ul style="list-style-type: none"> • Summer and school year Hula instruction – taught by a respected Kumu – will increase student engagement in year-round cultural learning. Hula will build the foundation of cultural studies and Hawaiian language studies while connecting students to unique storytelling and writing projects that promote growth of literacy skills. • Students engaged in Hula instruction will participate in the world-renowned Merry Monarch Festival by performing in an international Hula celebration / competition. • Halau Kala'akeakauikawekiu and its partner Hawaiian musicians, artisans, historians and cultural practitioners will build a strong cultural identity among students.
<p>Environment (Dolphin Quest, Imiloa Astronomy Center; National Park Service; Atlantis; Hokuli'a)</p>	<ul style="list-style-type: none"> • Land and sea-based environmental partners will offer conservation, natural history, stewardship and education programs to increase student knowledge of Hawaiian ecosystems and the impact nature has on Hawaiian culture / language. • Halau Kala'akeakauikawekiu, Pu'uhonua o Honaunau and Koloko-Honokohau National Parks and Hokuli'a will offer extensive service-learning opportunities to increase student leadership and engagement in stewardship of vulnerable natural and cultural resources.

Layer 4 – College and Career Readiness: *OHIA* will increase student interest in postsecondary education / vocational training and expand student / family knowledge of options (see *Appendix* for Letters of Support):

<p>Enrichment</p>	<p>Layer 4: College and Career Readiness</p>
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<p>College and Career Coaching</p>	<ul style="list-style-type: none"> • Coaches will provide Native Hawaiian students and families, grades 6 – 12, with personalized counseling to help youth pursue curricular programs and interventions based on achievement data promoting high school graduation and enrollment in postsecondary education. • Coaches will promote participation in <i>Summer OHIA</i> and cultural enrichment to increase time disadvantaged, often disconnected, youth are engaged in learning. • Coaches will serve as middle / high school instructors during <i>Summer OHIA</i> to provide a summer learning experience that prioritizes college and career preparation for Hawaiian youth while building strong relationships with students to increase effectiveness of school-year readiness efforts. • Coaches will recruit youth and families to attend College / Career Fit strategies. • <i>OHIA</i> will implement a social media outreach effort to engage Native Hawaiian students with College / Career Ready experiences that align with youth preferences and interests.
<p>Dual Enrollment (Hawai‘i Community College; Univ. of Hawai‘i)</p>	<ul style="list-style-type: none"> • Higher education partners will offer dual enrollment opportunities for high school students to complete college courses and earn college credits across numerous fields. Dual enrollment will help reduce the costs of higher education for high-poverty students (Competitive Priority 2) while encouraging the development of a college going culture. • Dual enrollment courses in Hawaiian Language and Hawaiian Studies – offered by Palamanui – will provide advanced language and cultural learning that aligns to complementary <i>OHIA</i> efforts.
<p>College Fit (Hawai‘i Community College-Palamanui; University of Hawai‘i – Hilo)</p>	<ul style="list-style-type: none"> • ACT / SAT Test Prep utilizing Kaplan Learning software will increase student readiness – funds will help offset exam fees for Native Hawaiian students to reduce access barriers. • Overnight dorm stays / course shadowing at U. of Hawai‘i will immerse students in college culture. • College application / financial aid workshops for students / parents (offered by higher ed. partners) will promote a college-going culture and reduce impact of enrollment barriers. • Partner colleges will conduct admissions / fields of study seminars to inform students of options. • Campus tours will introduce postsecondary options on Hawai‘i Island and will expand family horizons to off-island options (including virtual learning).
<p>Career Fit (Diverse Partners – see Appendix – <u>Competitive Priority 2</u>)</p>	<ul style="list-style-type: none"> • Coaches, community partners and professionals will introduce students to diverse career opportunities in industries that are traditionally underrepresented by Native Hawaiians through extensive internship and job shadowing opportunities aligned to secondary career / CTE pathways. • Coaches, community partners and professionals will lead workshops to prepare students / families for career success using mock interviewing, role-play, resume building and hands-on experience via supervised internships, community service and First Aid/CPR training.

(3) Addressing Needs: The Planning Task Force conducted extensive research to identify services and design a project that meets the needs of Native Hawaiian students enrolled in Konawaena and Ka‘u Complexes while ensuring funds would be used to expand implementation of proven practices backed by evidence of effectiveness (see below). During planning, the Task Force identified five priority needs (see *Needs*) of at-risk, high-poverty, Native Hawaiian youth. The following chart aligns *OHIA* Layers of Service to needs identified by the Task Force:

Need	<i>OHIA</i> Strategies
Need 1: Students demonstrate significant summer learning loss.	<ul style="list-style-type: none"> • <i>Summer OHIA</i> will engage students, grades PK – 12, in culturally-rich academic study with emphasis on literacy and STEM with a focus on Computer Science (see Layer 1). • <i>OHIA</i> will engage high school students in college / career readiness summer internships, job shadowing, career exploration and dual enrollment courses (see Layer 4).
Need 2: Majority of Native Hawaiian students fail to meet academic standards.	<ul style="list-style-type: none"> • <i>OHIA</i> will provide numerous school year academic supports, including tutoring, <i>Achieve 3000</i> and STEM supports to increase student academic achievement (see Layer 2). • <i>Summer OHIA</i> STEM and literacy programs will support school year academic programs and increase student readiness to learn as each school year commences (see Layer 1).
Need 3: Native Hawaiian youth do not participate in Hawaiian language and cultural learning.	<ul style="list-style-type: none"> • <i>OHIA</i> will connect academic study to place-based, culturally relevant content that engages youth in both academic and Hawaiian cultural studies (see Layer 3). • <i>OHIA</i> will include extensive field learning excursions that focus on history, culture and environment of Hawai‘i Island (see Layers 1, 2, 3). • <i>Summer OHIA</i> will include daily culture / Hawaiian language study to motivate youth to sustain the language and traditions of Hawaiian culture (see Layer 1).
Need 4: High school graduates are not prepared to enter or succeed in postsecondary education.	<ul style="list-style-type: none"> • <i>OHIA</i> will provide College and Career Coaching to grow student intention to enroll in and succeed in postsecondary study (see Layer 4). • <i>OHIA</i> will offer dual enrollment courses to enable high school students to earn college credits, thereby reducing the cost of postsecondary education (see Layer 4). • <i>OHIA</i> will provide SAT / ACT preparatory programs to better position students to attain postsecondary enrollment goals (see Layer 4).
Need 5: Students lack strong family support and family engagement in learning and school programs.	<ul style="list-style-type: none"> • <i>Summer OHIA</i> will culminate in Ho‘ike celebration that brings families and the community together to experience a student cultural performance (see Layer 1). • College and Career Coaches / community partners will host family financial aid and college application workshops to prepare students to enroll in postsecondary education (see Layer 4). • Field learning excursions will provide parents opportunities to explore Hawai‘i Island with their children while supporting the cultural and academic growth of students (see Layers 1, 2, 3).

(ii) Extent to which proposed project demonstrates a rationale (as defined in this notice).

OHIA was designed by a Planning Task Force to meet the needs of PK – 12 students and provide a strong foundation of evidence of effectiveness that ensures project elements yield positive outcomes. Each Layer of Service is grounded in up-to-date research (see *Project Design* section) and each Layer of Service is supported by moderate or strong evidence of effectiveness that meets U.S. Department of Education *What Works Clearinghouse (WWC) standards* to demonstrate a rationale for the multi-layered project services:

Layer	Rationale / Evidence of Effectiveness
Layer 1: Summer Learning	<ul style="list-style-type: none"> Results of a randomized control trial indicate summer instruction supports student learning during summer months and yields positive outcomes in literacy achievement in high-poverty, disadvantaged students (Zvoch & Stevens, 2013 – <u>meets <i>WWC Standards Without Reservations</i></u>).
Layer 2: School Year Learning	<ul style="list-style-type: none"> Results of randomized control trial indicate tutoring / small group or individual academic assistance raises student achievement in math (Fuchs, Fuchs, Craddock, Hollenbeck & Hamlett, 2008 – <u>meets <i>WWC Standards Without Reservations</i></u>).
Layer 3: Hawaiian Language / Cultural Enrichment	<ul style="list-style-type: none"> Results of a quasi-experimental design study demonstrate that integration of cultural history and cultural identity into academic study improves learning outcomes, including school attendance and persistence among high school minority students (Dee & Penner, 2016 – <u>meets <i>What Works Clearinghouse Standards With Reservations</i></u>).
Layer 4: College / Career Readiness	<ul style="list-style-type: none"> Results of randomized control trial indicate low-income student access to information about college decreases perception of barriers to enrollment/increases low-income student rates of post-secondary enrollment (Oreopoulos & Dunn, 2012 – <u>meets <i>WWC Standards Without Reservations</i></u>).
Parent Engagement	<ul style="list-style-type: none"> Results of randomized control trial indicate students of parents who are informed of learning activities and engaged in school programs outperform students whose parents are not engaged in school programs in both attendance and math (Miller, Davison, Yohanis, Gildea & Thruston, 2016 – <u>meets <i>What Works Clearinghouse Standards Without Reservations</i></u>).

The Planning Task Force designed a Logic Model to guide implementation / evaluation of the project. The Task Force utilized a validated logic model framework, developed by Regional Educational Laboratory (REL) Northeast & Islands in collaboration with WestEd, that reflects the proposed FORECAST evaluation strategy (see *Evaluation*). Logic Model components include: Inputs: resources needed to initiate/sustain *OHIA*; Activities: services implemented to achieve goals; Outputs: products generated during implementation and Outcomes: the impact / results of *OHIA*. The Logic Model will guide evaluation of the project goal, objectives and outcomes.

<i>OHIA</i> LOGIC MODEL
<u>OHIA GOAL:</u> To improve achievement of Native Hawaiian students through academic and cultural learning.
<u>Objective 1:</u> Diversify and expand learning opportunities for Native Hawaiian students.

Objective 2: Increase academic performance of Native Hawaiian students in Reading, Math and Science.					
Objective 3: Improve student knowledge of Native Hawaiian culture and language.					
Objective 4: Improve college and career readiness of Native Hawaiian students.					
IMPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	MID-TERM OUTCOMES	LONG-TERM OUTCOMES
<ul style="list-style-type: none"> •Native Hawaiian Education Program Grant Funding •OHIA Model Expertise – 2018 NHEP Grant Experience •Partner Content Resources •Partner Facilities 	<ul style="list-style-type: none"> •Layer 1 - Summer Learning •Layer 2 – School Year Learning •Layer 3 – Hawaiian Language / Cultural Enrichment •Layer 4 – College and Career Readiness 	<ul style="list-style-type: none"> •Summer OHIA <ul style="list-style-type: none"> ○ PK -- 12 Learning ○ Hawaiian language / culture instruction ○ STEM / Computer Science Learning ○ Learning excursions •School Year Learning <ul style="list-style-type: none"> ○ Literacy Tutoring ○ Math Tutoring ○ Hawaiian Language / Culture Learning ○ Learning Excursions ○ Afterschool Clubs •College Readiness <ul style="list-style-type: none"> ○ Career Internships ○ Coaching ○ Dual Enrollment ○ College Fit ○ Career Fit 	<ul style="list-style-type: none"> •Improved education opportunities for Native Hawaiian students •Expanded opportunities for parent / family engagement in PK – 12 learning •Increased student and family access to Hawaiian language / cultural learning •Enhanced student / family access to college and career readiness supports •Expanded partnerships linking schools and community organizations 	<ul style="list-style-type: none"> •Reduced Summer Learning Loss •Improved PK – 12 Reading, Math, Science Achievement •Increased Graduation Rates •Increased Post-secondary App. Rates •Improved student / family knowledge of Hawaiian language/culture •Increased student knowledge of STEM/Computer Science content 	<ul style="list-style-type: none"> •Increased relevance of academic subjects through cultural study •Improved schoolwide outcomes in Ka‘u / Konawaena schools •Expanded learning opportunities through lasting partnerships •Strengthened self-identity of Native Hawaiian students •Replicable and Sustainable Model •Strengthened Family /Community Supports for PK – 12 Learning •Improved school / community commitment to cultural learning

(c) QUALITY OF PROJECT SERVICES

Friends of the Future, Konawaena Complex, Ka‘u Complex and partners are dedicated to ensuring equal access to opportunities for all participants, including students, educators, parents and community partners. All

participants will have equal access to *OHIA* services and employment opportunities without regard to gender, race, national origin, color, disability, religion, sexual orientation, gender identity, veteran status, age or other protected class. Strategies ensuring equal access to all facets of *OHIA* include but are not limited to:

Strategy	<i>OHIA</i> Equal Access Approach
Advisory Board Committee	<ul style="list-style-type: none"> The Advisory Board will form an Equity Committee that will monitor equal access across services to ensure equity; publish a project-wide equity statement to ensure uniform enforcement of equal access expectations and report to grant administrators equity complaints and / or equity barriers in need of remediation.
Participant Recruitment	<ul style="list-style-type: none"> Recruitment for participation in project services (student, educator, family, community) will provide equal access regardless of gender, race, national origin, color, disability, religion, sexual orientation, gender identity, veteran status, age or other protected class – targeted recruitment will seek to engage groups traditionally underrepresented in programs.
Closing Poverty Equity Gaps	<ul style="list-style-type: none"> A Tiers of Priority (see <i>Project Services</i>) student recruitment process will ensure students impacted by poverty have priority access to education programs otherwise unavailable to them. <i>OHIA</i> will expand education services in a federal Qualified Opportunity Zone (Tract 15001021601 per U.S. Dept. of Treasury); bringing high poverty communities, schools and students new chances for success.
Closing Racial Equity Gaps	<ul style="list-style-type: none"> Expanded culture-based learning linked to academic content will better engage traditionally underrepresented student groups – Native Hawaiian and minority students – in academic programs. Partnerships will expose students to positive role models (particularly Native Hawaiian men and women) engaged in professional roles to reduce perceived racial barriers limiting success of minority individuals.
Closing Gender Equity Gaps	<ul style="list-style-type: none"> Expanded culture-based learning linked to academic content will better engage traditionally underrepresented student groups – girls and minorities – in academic programs. Partnerships will expose students to positive female role models engaged in professional / education roles to reduce perceived gender barriers limiting success of women and girls.
Closing Language Equity Gaps	<ul style="list-style-type: none"> <i>OHIA</i> grant staff will collaborate with educators to ensure access to learning materials in multiple languages to minimize impact of language barriers on student success. Expanded culture-based learning linked to academic content will better engage underrepresented students and students with language barriers through an emphasis on culturally-relevant, place-based learning.
Closing Special Education Equity Gaps	<ul style="list-style-type: none"> Special Education teachers / assistants will work individually with students with special learning needs (during school year and <i>Summer OHIA</i>) to ensure high-needs youth have access to <i>OHIA</i> initiatives. Culturally-appropriate learning will increase accessibility of difficult core academic content and engage special needs students in multi-sensory, interactive education to increase achievement.
Closing Academic Equity Gaps	<ul style="list-style-type: none"> <i>OHIA</i> grant staff and educators will provide access to learning materials in multiple languages to minimize impact of language barriers on academic performance.

	<ul style="list-style-type: none"> • Culturally-appropriate curricula will ensure students of diverse racial, socio-economic and ethnic backgrounds connect with learning materials to better engage youth in school programs.
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Friends of the Future and partners will reduce barriers to education attainment, create inclusive school climates and promote equal access— celebrating diversity and ensuring equity for **all students** is critical to success.

OHIA reflects research in education practice and theory while addressing the needs of students, schools and communities. The project responds to peer-reviewed research and is supported by **Strong/Moderate Evidence that meets USDOE *What Works Clearinghouse* standards (see *Project Design* for rationale):**

Layer	Supporting Research
Layer 1: Summer Learning	<ul style="list-style-type: none"> • Summer learning loss – loss of acquired knowledge during summer recess – decreases student achievement / performance during school year programs (Sawchuck, 2011; Fiore & Roman, 2010; Bell & Carrillo, 2007). • Children most susceptible to summer learning loss – students from low-income groups and ethnic minorities – demonstrate gains when participating in well implemented summer learning programs (Bowers & Schwarz, 2018; Graham, 2011; Guryan & Kim, 2010; Kim, 2006).
Layer 2: School Year Learning	<ul style="list-style-type: none"> • Students who participate in afterschool literacy tutoring demonstrate significant achievement gains compared to students who do not receive tutoring supports (Lindio, Weiser, Cheatham & Allor, 2018). • Peer tutoring leads to growth in mathematics achievement (Alegre, Molina, Maroto & Lorenzo, 2019).
Layer 3: Hawaiian Language / Cultural Enrichment	<ul style="list-style-type: none"> • Out-of-school partner enrichment provides academic support, builds student skills and expands support networks to increase achievement (Bathgate & Silva, 2010). • Integrating cultural relevance into academic content improves student mastery of complex content in ethnically diverse education environments (Cooper, He & Levin, 2011; Beecher, 2010). • Culturally proficient coaching can elevate student achievement (Martinez & Lindsey, 2006).
Layer 4: College and Career Readiness	<ul style="list-style-type: none"> • Low-income student access to information about college decreases perception of barriers to enrollment and increases college enrollment rates (Oreopoulos & Dunn, 2013—<u>meets <i>WWC Standards Without Reservations</i></u>). • Early academic planning and college alignment increase low-income student completion of postsecondary applications (Constantine et al, 2006 – <u>meets <i>What Works Clearinghouse Standards With Reservations</i></u>). • Students who complete dual enrollment courses enroll in postsecondary ed. at higher rates than peers who do not complete early college courses (Edmunds et al, 2016 - <u>meets <i>WWC Standards Without Reservations</i></u>). • Regardless of income level, parents who are involved in the college selection / application process are more likely to persuade students to apply to college (Hoxby & Turner, 2013).

Layers of Service are grounded in Strong and Moderate Evidence and supported by research with proven results.

Friends of the Future, collaborating schools and community partners will implement a program that meets the needs of underserved, at-risk Native Hawaiian students. Project services are designed to have a positive impact

on student learning outcomes, increase student engagement in Hawaiian culture and connect students, parents, schools and the community through diverse, culturally-grounded experiences, including: (1) Student Recruitment; (2) Multi-Layered Programs (3) Technology Intervention; (4) Assessment (5) Parent Engagement and (6) *OHIA* Impact. **(1) Student Recruitment:** FOF will collaborate with schools to recruit students for *OHIA* and ensure full capacity of services – utilizing three Tiers of Priority based on academic and socio-economic need (proficiency rates and free / reduced lunch rates) – to maximize outcomes for at-risk, disadvantaged youth:

- **Tier 1:** FOF will recruit (to maximum extent possible) Native Hawaiian students who qualify for free / reduced lunch AND fail to achieve grade level ELA / Math proficiency for all *OHIA* services.
- **Tier 2:** FOF will recruit Native Hawaiian students who qualify for free or reduced lunch AND achieve grade level ELA / Math proficiency (after Tier 1 students are fully served) to participate within capacity limits.
- **Tier 3:** If space is available, FOF will recruit students from all economic AND achievement levels to maximize positive student outcomes and ensure elements operate at full capacity.

(2) Multi-Layered Programs: *OHIA* is a multi-layered project that meets the needs of Native Hawaiian youth (see *Needs* section) and addresses both Competitive Preference Priorities of the *Native Hawaiian Education Program* grant. The table summarizes Layers of Service aligned to needs, gaps, objectives and competitive preference priorities (see *Project Design* for description of each Layer of Service):

Layer of Service	Need, Gap, Objective, Priority	<i>OHIA</i> Design Components
<u>Layer 1:</u> Summer Learning	Need: 1, 5 Gap: 1, 5 Objective: 1, 2, 3, 4 Priority: 1, 2	<ul style="list-style-type: none"> • Four-week <i>Summer OHIA</i> will augment school year to provide year-round learning for PK – 12 students enriched with Literacy, STEM, Computer Science, Hawaiian Language and Cultural Learning, Special Education, Learning Excursions and Service Learning activities.
<u>Layer 2:</u> School Year Learning	Need: 2, 5 Gap: 2, 5 Objective: 1, 2, 3, 4 Priority: 1, 2	<ul style="list-style-type: none"> • <u>Tutoring</u> – school year tutoring in Reading, Mathematics and Hawaiian language and culture will better prepare under-performing students. • <u>Technology Intervention</u> – <i>Achieve 3000</i> will support literacy growth • <u>Hawaiian Language/Culture</u> – Halau Kala’akeakauikawekiu and <i>Aloha Books</i> will support school year instruction in Hawaiian language, Hula and culture. • <u>Learning Excursions</u> – field study aligned to STEM, literacy, culture and college and career exploration elements will diversify learning.
<u>Layer 3:</u> Hawaiian	Need: 3, 5 Gap: 3, 5 Objective: 1, 2, 3	<ul style="list-style-type: none"> • Halau Kala’akeakauikawekiu will provide PK-12 instruction in Hawaiian language during summer / school year learning. • Dual enrollment in Hawaiian Language / Culture will promote advanced study.

Language / Enrichment	Priority: 1, 2	<ul style="list-style-type: none"> Partners will provide Native Hawaiian students and families with cultural enrichment enhancing connectedness of youth and relevance of learning.
Layer 4: College and Career Readiness	Need: 4, 5 Gap: 4, 5 Objective: 1, 2, 4 Priority: 1, 2	<ul style="list-style-type: none"> College Fit awareness activities will increase student and family ability to make informed postsecondary education choices. Career Fit awareness activities will expose students to diverse career options linked to college study.

Alignment of *OHIA* to student needs and the goal / objectives / priorities of the *NHEP* grant will ensure activities best serve disadvantaged, traditionally-underrepresented Native Hawaiian youth and families.

(3) Technology Intervention: *OHIA* will equip summer learning centers and partner schools with *Achieve 3000* to facilitate literacy achievement across all grade levels. *Achieve 3000* uses test / re-test strategies to customize self-paced, technology-based learning and will enhance school year classroom strategies / tutoring support. *Achieve 3000* will promote early literacy gains (PK – 3) to better prepare young readers to succeed in upper grade levels while serving students across all grades and achievement levels.

(4) Assessment: *OHIA* will utilize multiple assessment tools to monitor student progress and provide educators with individual performance data to shape instruction and promote improvement, including:

Tool	Assessment Strategy
Basic Reading Inventory	Pre-test / post-test assessments will measure literacy achievement of summer students.
Hawaiian Language	Kumu Aloha Victor will utilize custom assessment aligned to Hawaiian language instructional strategies to assess student Hawaiian language / reading skills.
Hawai'i School Readiness Assessment	<i>Summer OHIA</i> educators will utilize the Hawai'i School Readiness Assessment to measure pre-Kindergarten student school readiness at end of each summer session.

(5) Parent Engagement: *OHIA* will provide services that benefit Native Hawaiian students and their families. Each Layer of Service will provide meaningful opportunities to engage parents and caregivers in the education and development of their students. Parent Engagement strategies include:

Layer	Parent / Caregiver Involvement Strategy
Summer Learning	<ul style="list-style-type: none"> Parents will be encouraged to volunteer as education assistants and chaperones. Parents will be invited to <i>Summer OHIA</i> Learning Excursions and Service Learning activities. Parents will be invited to attend end-of-program traditional Hula and cultural performance (Ho'ike).
School Year Learning	<ul style="list-style-type: none"> Parents will be invited to attend cultural and academic Learning Excursions. Parents will be encouraged to volunteer as tutors to expand capacity of academic supports.
Hawaiian Language / Cultural	<ul style="list-style-type: none"> Parents will be invited to attend cultural and academic Learning Excursions. Parents will be invited to attend annual <i>Summer OHIA</i> Hula and cultural performances.

	<ul style="list-style-type: none"> • Parents will be invited to participate in Hawaiian Language activities to increase family fluency and family commitment to Hawaiian Language and cultural learning.
College and Career Readiness	<ul style="list-style-type: none"> • Parents will attend campus tours to increase family knowledge of postsecondary education options. • Parents will be encouraged to participate in postsecondary application and financial aid workshops to increase family preparedness for postsecondary enrollment / reduce impact of perceived barriers.

(6) OHIA Impact: Implementation of *OHIA* will generate short-term, mid-term and long-term positive outcomes that will have both an immediate and lasting impact on students, families, schools and communities – outcomes of *OHIA* can be generalized across other communities that replicate the model in the future:

Short-Term Impacts
<ul style="list-style-type: none"> • <i>OHIA</i> will continue / enhance successful elements from a 2018 <i>NHEP</i> grant project that operated at full capacity. • <i>OHIA</i> will increase student and family access to summer learning programs. • <i>OHIA</i> will link academic subjects to cultural content to increase relevancy of subjects. • <i>OHIA</i> will increase student / family access to Native Hawaiian language and culture resources. • <i>OHIA</i> will expand student and family access to college and career planning resources.
Mid-Term Impacts
<ul style="list-style-type: none"> • <i>OHIA</i> will reduce summer learning loss among low-performing Native Hawaiian students. • <i>OHIA</i> will increase school readiness through early literacy, academic support, college and career awareness. • <i>OHIA</i> will strengthen Native Hawaiian student cultural identity and pride through diverse cultural enrichment programs in Hawaiian Language, Hula, Arts and Music, History and Environment. • <i>OHIA</i> will increase student and family engagement in learning through Summer Learning, School Year Learning, Hawaiian Language / Cultural Enrichment and College and Career Readiness.
Long-Term Impacts
<ul style="list-style-type: none"> • <i>OHIA</i> will increase achievement in low-performing schools through supplemental learning. • <i>OHIA</i> will demonstrate effectiveness of learning model that links cultural content to state standards as a strategy to improve student achievement in core academic subjects. • <i>OHIA</i> will refine a Cultural Learning Model suitable for replication across diverse Native communities. • <i>OHIA</i> will increase graduation rates and postsecondary enrollment rates of Native Hawaiian students. • <i>OHIA</i> will strengthen youth commitment to cultural preservation / strengthening bonds with heritage.

The cumulative result of short-, mid- and long-term impacts will be the testing of an education strategy that improves academic outcomes and strengthens Native Hawaiian cultural integrity.



Friends of the Future is committed to equal employment opportunity and adheres to a policy that encourages applicants from all racial / socio-demographic backgrounds. FOF will proactively seek applicants from traditionally-underrepresented groups (emphasis on recruiting Native Hawaiian applicants) for all *OHIA* positions utilizing diverse recruitment strategies, including but not limited to:

- **Print Media Recruitment:** Job announcements will be posted in community newspapers with strong connections throughout the local Native Hawaiian community.
- **Radio Media Recruitment:** Radio media announcements for positions will air on local stations that serve both the entire island community as well as those that have a strong base of Native Hawaiian listeners.
- **Postsecondary Partner Recruitment:** FOF will collaborate with postsecondary education partners to post position announcements in Minority / Native Hawaiian student centers on campus to attract diverse applicants.
- **Social Media Recruitment:** FOF will post all positions on FOF social media accounts as well as on dedicated *OHIA* program social media accounts to attract applicants who utilize social media communication.
- **Workforce Development Recruitment:** FOF will collaborate with Hawai‘i County Workforce Development to announce positions through municipal outlets that are connected to diverse island communities and island resource / community centers to ensure the broadest possible diversity of applicants.

Friends of the Future views the diversity of Hawai‘i Island as a great asset to the community and will make efforts to ensure the diversity of the *OHIA* staff reflects the diversity of students served by the project.

Friends of the Future will actively recruit applicants from traditionally-underrepresented groups to fill *OHIA* positions, including but not limited to highly qualified women and Native Hawaiian applicants. Through the efforts of outstanding personnel and clearly defined responsibilities, FOF will ensure project success:

Personnel	Qualifications	Primary Responsibilities
Advisory Board (Quarterly Meetings)	<ul style="list-style-type: none"> • Project Director • School Educators • Community Partners • Students / Parents 	<ul style="list-style-type: none"> • Monitor implementation progress and ensure a diversity of perspectives shape ongoing project improvement. • Provide feedback to Project Director to facilitate improvement. • Promote sustainability and bring project to scale.
Project Supervisor (0.2 FTE): [REDACTED] (see <i>Appendix</i> for Resume)	<ul style="list-style-type: none"> • Executive Team Leader of Friends of the Future • Experience managing federal grants—including <i>NHEP</i> grants; • Extensive grant fiscal and admin. management 	<ul style="list-style-type: none"> • Provide daily oversight of all operations & fiscal resources. • Supervise grant personnel. • Collaborate w/Project Director to leverage partnerships / support. • Collaborate with external team to facilitate ongoing evaluation. • Collaborate with grant personnel and evaluation team to submit required reports and inform stakeholders of progress.

<p>Project Director (1.0 FTE): [REDACTED] (see Appendix for Resume)</p>	<ul style="list-style-type: none"> • Previous Project Director for USDOE grants—including four <i>NHEP</i> grants; • Extensive positions in curriculum / instruction; • Author Hawaiian Literacy program. 	<ul style="list-style-type: none"> • Provide daily oversight of all operations & fiscal resources. • Organize Summer Learning, School Year Learning, Hawaiian Language / Cultural Enrichment, College and Career activities. • Recruit personnel / organize partner events, sustain relationships. • Recruit student participants using Tiers of Priority approach. • Coordinate progress monitoring, evaluation and reporting activities with external evaluation team.
<p>Tutors (46 Tutoring Hours per wk. - 40 wks.)</p>	<ul style="list-style-type: none"> • Educators with Literacy, Math and / or STEM expertise. 	<ul style="list-style-type: none"> • Provide school year instruction support in Literacy, Math and / or STEM to students performing below proficiency standards. • Collaborate with classroom teachers to align tutoring to standards.
<p>Summer Educators (30 FTEs - 4 wk. Position)</p>	<ul style="list-style-type: none"> • Pre-service Teacher enrolled in Teacher Education college. • Complex PK – 12 Educator. 	<ul style="list-style-type: none"> • Provide daily instruction using <i>Summer OHIA</i> literacy, STEM, Hawaiian Language and cultural enrichment strategies. • Create and maintain safe, respectful learning environments. • Refer students to Special Education Specialist as needed.
<p>Special Education Specialist (1.0 FTE – 4 wk. Position)</p>	<ul style="list-style-type: none"> • Special Education Educator or Counselor with experience providing multi-age level support. 	<ul style="list-style-type: none"> • Provide one-on-one instruction in Literacy, STEM or Math to students with special needs or students with IEP. • Provide inclusive, social/emotional learning support for youth with special needs in <i>OHIA</i> programs.
<p>College and Career Coach (100 Coaching Days per Year)</p>	<ul style="list-style-type: none"> • Educator with guidance counseling and / or postsecondary admissions experience. 	<ul style="list-style-type: none"> • Provide college and career coaching to increase Native Hawaiian postsecondary enrollment rates. • Organize / support student internship opportunities. • Monitor academic achievement data to better connect students. • Supervise technology-based ACT test preparation activities.
<p>Hawaiian Language Instruction: Halau Kala' akeakauikawekiu</p>	<ul style="list-style-type: none"> • Leading Kona Coast Native Hawaiian cultural education organization. 	<ul style="list-style-type: none"> • Provide individual and group Hawaiian Language instruction during summer and school year learning. • Provide year-round Hula instruction across all grade levels. • Collaborate with partners to enrich academic learning with Native Hawaiian cultural experiences / field study.
<p>Evaluation Team: EduShift, Inc.</p>	<ul style="list-style-type: none"> • Conducted 250 grant program evaluations for agencies / school districts nationwide – including five <i>NHEP</i> grants. 	<ul style="list-style-type: none"> • Provide process and outcome evaluation of <i>OHIA</i> using validated FORECAST evaluation framework. • Provide feedback to grant personnel to promote improvement. • Collaborate with grant personnel to complete annual reports.

(e) QUALITY OF THE MANAGEMENT PLAN

(1) Quality; (2) In determining quality of management plan, the following factors are considered:

Friends of the Future and partners will implement a structured grant management plan to ensure thorough, timely, efficient implementation of *OHIA* with fidelity to the Project Design. Grant management procedures include: (1) Equal Access; (2) Timely Completion; (3) Responsibilities / Timelines / Milestones and (4) Budget Oversight.

- **Equal Access:** FOF / partners will ensure equal access to all services regardless of age, gender, race, ethnicity, religion, disability, veteran status, sexual orientation, gender identity or other protected class (see *Project Design*). Programming will be administered to guarantee equal treatment and opportunity for all participants; FOF will fully comply with regulations outlined in the General Education Provisions Act, section 427.
- **Timely Completion:** FOF will initiate *OHIA* immediately upon funding and will manage all grant activities – to the maximum extent possible – in accordance with the *OHIA* Timeline (see below). Grant personnel and external evaluators will utilize multiple process evaluation tools to monitor implementation and align progress to the *OHIA* Logic Model (see *Project Design* and *Appendix*). Evaluators will develop a FORECAST Model of *OHIA* to guide ongoing evaluation of the effort and will share the model with stakeholders to ensure transparency of evaluation and reporting and provide managers with additional tools to support timely implementation (see *Evaluation*). Projected annual milestones (see Timeline below) will help grant administrators plan / schedule key activities to promote achievement of project benchmarks.
- **Responsibilities / Timelines / Milestones:** Successful implementation of *OHIA* will achieve four key objectives: (1) Diversify and expand learning opportunities for Native Hawaiian students; (2) Increase academic performance of Native Hawaiian students in Reading, Math and Science; (3) Improve student knowledge of Native Hawaiian culture and language; and (4) Improve college and career readiness of Native Hawaiian students. The following Timeline summarizes the three-year implementation plan and identifies responsible parties for key elements aligned to project objectives – the Timeline below will serve as a guide for early implementation / grant initiation; the grant team collaborated to generate a full, three-year Timeline (see Appendix) that will serve as a guide for project progress and multi-year success:

OHIA: Grant Initiation Timeline (October 1, 2020 to September 30, 2023)
KEY: Friends of the Future (FOF); Project Director (PD); Advisory Board (AB); <i>OHIA</i> Staff (OS); Partner Schools (PS); Community Partners (CP); <i>Summer OHIA</i> (SO); Evaluation Team (ET)
ONGOING: Implement Management Plan; Quarterly Advisory Board Meetings; Evaluation; Monthly Progress Monitoring Evaluation Updates; Student Recruitment; Dissemination of Results, Implementation of Sustainability Plan.
YEAR 1 (Launch all Layers of Project Design and Evaluation)

Quarter 1 10/20 – 12/20	(1) Initiate grant / hire grant personnel [FOF]; (2) Convene Advisory Board – continue quarterly meetings [PD, AB]; (3) Commence monthly evaluation monitoring – continue for duration of grant period [FOF, PD, OS, ET]; (4) Gather baseline data [ET, PD, OS]; (5) Recruit and hire grant staff [FOF, PD].	
Quarter 2 1/21 – 3/21	(1) Refine <i>SO</i> curriculum to integrate Hawaiian content [AB, PD, OS, CP]; (2) Launch Layer 2: School Yr Learning activities (PD, OS, PS, CP); (3) Launch Layer 4: College/Career Readiness activities [PD, OS, PS, CP]; (4) Plan Layer 1: Summer Learning and Layer 3: Cultural Enrichment elements [AB, PD, CP, PS].	
Quarter 3 4/21 – 6/21	(1) Recruit Summer Educators and <i>Summer OHIA</i> student participants [AB, PD, PS]; (2) Launch Year 1 <i>Summer OHIA / OHIA Launch</i> [All]; (3) Offer Layer 3 language / enrichment activities [All]; (4) Collect / analyze evaluation data / Prepare and submit Year 1 Annual Performance Report [FOF, PD, OS, PS, CP, ET].	
Quarter 4 7/21 – 9/21	(1) Complete Year 1 <i>SO</i> [All]; (2) Plan Year 2 activities [All]; (3) Collect and analyze final Year 1 data [PD, ET]; (4) Prepare and submit Year 1 APR Addendum [PD, ET]; (5) Disseminate results [PD, ET].	
YEAR 2 (Review Year 1 data to improve Year 2 programs; Implement all Layers; Initiate Sustainability Plan)		
YEAR 3 (Review data to improve Year 3; Implement all Layers; Implement Sustainability Plan)		
Year 1 Milestones	Year 2 Milestones	Year 3 Milestones
<ul style="list-style-type: none"> • 4-Week <i>Summer OHIA</i> • Learning Excursions (monthly) • School Year Tutoring (3 days/wk) • School Year Hawaiian Language Instruction (1 day/wk) • School Year College / Career Coaching (weekly) • Annual dual enrollment courses • College/Career Seminars (quarterly) • SAT/ACT Test Preparation (annual) 	<ul style="list-style-type: none"> • 4-Week <i>Summer OHIA</i> • Learning Excursions (monthly) • School Year Tutoring (3 days/wk) • School Year Hawaiian Language Instruction (1 day/wk) • School Year College and Career Coaching (weekly) • Annual dual enrollment courses • College/Career Seminars (quarterly) • SAT/ACT Test Preparation (annual) 	<ul style="list-style-type: none"> • 4-Week <i>Summer OHIA</i> • Learning Excursions (monthly) • School Year Tutoring (3 days/wk) • School Year Hawaiian Language Instruction (1 day/wk) • School Year College and Career Coaching (weekly) • Annual dual enrollment courses • College/Career Seminars (quarterly) • SAT/ACT Test Preparation (annual)

- **Budget Oversight:** The Planning Task Force designed the budget to meet the program goal and objectives, ensure equal access and promote long-term sustainability of grant strategies. Each line item is linked to one or more grant components, services and / or priorities. The budget is fiscally efficient while providing sufficient funds for comprehensive programming (including external evaluation). The Project Director (PD) and FOF Finance Office will manage expenditures in accordance with Hawai'i and US Department of Education regulations and will prioritize allocations to ensure completion of the project. The PD and Advisory

Board (see *Personnel*) will identify complementary school / partner programming and funds that expand the reach of *OHIA* and sustain strategies initiated during the grant period.

Well-defined grant management procedures will support efficient achievement of the project goal and objectives on time and within budget (see *Evaluation* for goal, objectives and performance measures):

<i>OHIA</i> Management Procedures and Mechanisms	
Initiate Grant	<ul style="list-style-type: none"> • FOF will hire or designate staff and host briefing with partners to launch <i>OHIA</i>.
Implement Records Protocol	<ul style="list-style-type: none"> • Project Director will maintain records to document implementation, evaluation, fiscal milestones - grant award through completion.
Implement Fiscal Protocol	<ul style="list-style-type: none"> • FOF Finance Office will establish a system of accounting, cost management, reporting, auditing to promote efficient expenditure of funds across partner schools.
Implement Action Model	<ul style="list-style-type: none"> • Project Director / Evaluation Team will develop FORECAST action model of <i>OHIA</i>, aligned to Timeline and Logic Model, to ensure project completion.
Implement Purchasing Protocol	<ul style="list-style-type: none"> • FOF will implement protocol to procure goods / services and manage acquisitions in compliance with applicable policies and regulations.
Implement Evaluation Plan	<ul style="list-style-type: none"> • Staff / evaluators will sustain ongoing evaluation to measure outcomes and collect feedback to promote iterative improvement of <i>OHIA</i> during grant and beyond.
Disseminate Results	<ul style="list-style-type: none"> • Project Director, Advisory Board, evaluators will present outcomes / data / progress to stakeholders through reports / presentations / outreach to increase support and replicate efforts.
Sustain Programs	<ul style="list-style-type: none"> • FOF, grant personnel and Advisory Board will initiate sustainability plan to ensure continuation of effective strategies and replicability in other settings beyond funding.

Effective and thorough grant management procedures and mechanisms will allow the project to best meet the needs of students, families, schools and targeted communities while ensuring compliance with applicable regulations and *Native Hawaiian Education Program* requirements. Throughout the three-year grant period, Friends of the Future will solicit feedback from stakeholders to ensure diverse perspectives inform decision-making and ensure diverse perspectives from engaged stakeholders promote continuous improvement of *OHIA* and individual project services. Feedback mechanisms supporting grant management include:

Stakeholders	<i>OHIA</i> Feedback Mechanisms
Advisory Board	<ul style="list-style-type: none"> • Provide ongoing, timely feedback to Project Director on design and components of <i>OHIA</i>, evaluation plan, logic model and timeline to improve future programming. • Monitor data, provide feedback to Project Director/Evaluators to promote improvement.
Project Director	<ul style="list-style-type: none"> • Meet with evaluation team to ensure fidelity of data collection strategies. • Meet regularly with Advisory Board to gather and deliver program feedback.

	<ul style="list-style-type: none"> • Provide ongoing, timely feedback from Evaluation Team to Advisory Board. • Disseminate evaluation results to all stakeholders and gather their feedback.
OHIA Staff	<ul style="list-style-type: none"> • Record student / faculty / partner feedback and share with stakeholders / Project Director. • Complete evaluation tools and provide observational data to Project Director and evaluators. • Participate in site visits / focus groups with Evaluation Team to provide feedback.
Evaluation Team	<ul style="list-style-type: none"> • Oversee data collection efforts, gathering regular feedback from participants. • Complete data and survey analysis in compliance with required reporting guidelines. • Provide feedback to Project Director / Advisory Board to promote continuous improvement.
Educators	<ul style="list-style-type: none"> • Serve as members of <i>OHIA</i> Advisory Board and attend quarterly meetings. • Complete annual surveys to provide operational / project quality feedback. • Participate in Evaluator site visits / focus groups to provide timely feedback.
Partners / Students / Parents / Community	<ul style="list-style-type: none"> • Serve as members of <i>OHIA</i> Advisory Board and attend quarterly meetings. • Complete annual surveys to provide operational / project quality feedback. • Participate in Evaluator site visits / focus groups to provide timely feedback.

(f) QUALITY OF THE PROJECT EVALUATION

Friends of the Future (applicant / fiscal agent) will contract with EduShift, Inc. (ESI), a 20-year-old research / evaluation organization, to conduct process and outcome evaluation that links all partners through collaborative data collection, data analysis, reporting and feedback, promoting continuous quality improvement throughout the duration of *OHIA*. Lead Evaluator, Carol Guse, is a seasoned administrator and evaluator. She has served as principal investigator in over 250 federal / state government grants since 1990 (including five *Native Hawaiian Education Program* grants) and has substantial experience administering complex federal, state, corporate and foundation grants. Guse has served as an evaluator for the U.S. Department of Education, Michigan and Indiana Departments of Education, as well as dozens of school districts throughout the country. With a strong background in education, grants administration, accounting, auditing, research, implementation and evaluation, Guse, and her team of professionals offer tremendous experience and expertise to *OHIA*. External evaluation will generate the data / feedback needed to facilitate continuous improvement and sustainability of effective components.

Evaluation of *OHIA* – conducted by EduShift, Inc. – will provide feedback to grant administrators to promote continuous improvement, identify project components that yield positive outcomes and are worth sustaining beyond the grant period and measure outcomes to determine the impact of *OHIA* on Konawaena / Ka‘u Complex schools and students. Evaluation methods will include: (1) Methodology; (2) Design Meets *WWC* Standards; (3) Measurable Performance Indicators; (4) Evaluation Procedures (5) Reporting and (6) Feedback and Assessment.

- Evaluation Methodology:** *OHIA* evaluators will utilize the research-based *FORECAST* Model (*FOR*mative *E*valuation, *C*onsultation, and *S*ystem *T*echniques) as an objective evaluation structure (Goodman 1994; Goodman 1998; Goodman 2006; Katz, Wandersman, Goodman, et al., 2013). Four tiers of evaluation provide a validated framework that aligns with the *OHIA* Logic Model and Timeline:

MODEL – Action Model of Project	Evaluators will construct an action model for each year of the project that includes all events, linking the implementation timeline and logic model with evaluation activities to ensure all facets of the evaluation process are aligned.
MARKER – Indicators of Progress	Evaluators will collect baseline data and identify annual benchmarks based on performance measures (including annual growth targets) to determine if progress is sufficient to attain goals and determine the magnitude of results.
MEASURE – Tools to Assess Achievement	Evaluators, project personnel and partners will implement assessment tools (observations, state content exams, surveys, Basic Reading Inventory, Hawai‘i School Readiness test) aligned to <i>OHIA</i> strategies to collect data. Analysis will link statistical relationships to outcomes.
MEANING – Assess Outcomes, Verify Impact	Data analysis will equip evaluators with indicators needed to draw conclusions / assess strengths and weaknesses. Interpretation of data will provide feedback that helps stakeholders make informed decisions about strategy effectiveness.

Use of the *FORECAST* model will provide evaluators, grant managers, school administrators and the Advisory Board with feedback regarding the unique effects of specific program elements. Evaluation of *OHIA* will address the following **RESEARCH QUESTION** (see below for Treatment / Control group definitions):

Do culturally-integrated learning programs improve Native Hawaiian student outcomes?

- Design Meets *What Works Clearinghouse* Standards:** Evaluation will include randomized control assessment of outcomes through comparison of Treatment and Control Group students. Matching – In the impact evaluation, EduShift will use a propensity-score matching (PSM) approach designed to meet *WWC* standards with reservations. Evaluation will examine outcomes for *OHIA* students in designated treatment schools. ESI will use administrative records to create a matched sample of control / comparison schools, otherwise similar on key characteristics – to the extent possible, matching will occur at grade level across schools within the same complex. Other factors to be considered will include: school size, pre-intervention student achievement in ELA and math, and the proportion of economically disadvantaged, Native Hawaiian, special education and ELL students. ESI will evaluate the quality of the matching by examining whether the matched treatment and control group means for each measure included in the matching process are within 0.25 standard deviation of each other (the baseline equivalence threshold to meet *WWC* standards with

reservations). If the differences are greater than 0.25 standard deviation, ESI will refine the matching approach to achieve a baseline equivalence acceptable to meet *WWC* standards with reservations. Once comparison schools are matched to treatment schools, evaluators will use ANOVA (analysis of variance) to analyze results. Since ANOVA only measures if a difference exists between control and treatment groups and whether it is significant, evaluators hope to demonstrate, due to matching process, that the program was the cause of variation in measured objectives. Statistical Adjustment – In accordance with *What Works Clearinghouse QED, with reservations*, evaluators will also perform ANCOVA (analysis of covariance) on control / treatment groups to assure there are no nuisance / confounding factors (or control them if they exist) between control and treatment groups. Effect Size – Effect size will be calculated by taking the difference in means between two groups and dividing that number by combined (pooled) standard deviation. Effect size tells evaluators how many standard deviations of difference exist between the means of the intervention (treatment) and comparison conditions (an effect size of 0.25 indicates treatment group outperformed comparison group by 25% of one standard deviation). Evaluators will use an effect size of 0.25 as the threshold to meet “Practice with Rigorous Scientific Evidence” standard because it represents a conservative estimate of effects and because it meets USDOE *WWC* “substantively important” threshold. Cross-Contamination: Evaluation will assess cross-contamination of control / treatment groups and remediate contamination if necessary. Evaluators will complete statistical treatments of data to assess associational results, casual inference of outcomes, causal relationships between interventions / results and correlation of variables.

- **Objective, Measurable Performance Indicators:** Implementation of the *FORECAST* Model – which includes Process and Outcome Evaluation, Data Collection, Evaluation Tools Aligned to Objectives, Data Analysis and Reporting – will provide a structured evaluation methodology promoting objective analysis of *OHIA* throughout the grant. The *FORECAST* Action Model will outline an evaluation process and timeline for completing key evaluation tasks to ensure data is collected consistently across participating schools. Consistent, replicable evaluation protocols will protect the integrity of data collected each year of the grant to ensure viable comparison of results between Treatment / Control groups and across years of implementation in compliance with *What Works Clearinghouse*. The Goal, Objectives, Outcomes and Performance Indicators chart and the *OHIA* Logic Model (see *Appendix*) identify anticipated short-term, mid-term and long-term outcomes aligned to each objective. Baseline / continuation data will be collected for the following Indicators, including four required GPRA measures embedded in the grant solicitation:

<i>OHIA</i>: Goal, Objectives, GPRA Measures, Project Indicators October 1, 2020 – September 30, 2023	Evaluation Tool
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Goal: To improve achievement of Native Hawaiian students through academic and cultural learning.	
GPRA 1: The number of grantees that attain or exceed the targets for the outcome indicators for their projects that have been approved by the Secretary.	Evaluation Results
GPRA 2: The percentage of Native Hawaiian children participating in early education programs who consistently demonstrate readiness in literacy, measured by Hawai'i School Readiness Assessment.	Assessment Results
GPRA 3: The percentage of students in schools served by the program who graduate from high school with a high school diploma in four years.	Graduation Rate
GPRA 4: The percentage of students participating in Native Hawaiian language program who meet or exceed proficiency standards in reading on test of the Hawaiian language.	Hawaiian Lang Test
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Indicator 1.1: Minimum of 200 students will enroll in <i>Summer OHIA</i> per year, 10/2020 - 9/2023.	Enrollment
Indicator 1.2: 100% of <i>OHIA</i> students* will participate in at least one STEM, college/career readiness, academic, cultural and/or learning excursion program per year, 10/2020 - 9/2023.	Participation
Indicator 1.3: Minimum of 50% of parents / caregivers of <i>OHIA</i> students will participate in at least one grant activity by end of grant, 10/2020 - 9/2023.	Participation
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Indicator 2.1: Number of <i>OHIA</i> students who achieve proficiency standard in reading will increase a minimum of 2% per year, 10/2020 - 9/2023.	Assessment Results
Indicator 2.2: Number of <i>OHIA</i> students who achieve proficiency standard in math will increase a minimum of 2% per year, 10/2020 - 9/2023.	Assessment Results
Indicator 2.3: Number of <i>OHIA</i> students who achieve proficiency standard in science will increase a minimum of 2% per year, 10/2020 - 9/2023.	Assessment Results
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Indicator 3.1: A minimum of 80% of <i>OHIA</i> students will self-report increased knowledge of Native Hawaiian culture, arts, traditions by end of grant, 10/2020 - 9/2023.	Survey Results
Indicator 3.2: A minimum of 80% of <i>OHIA</i> students will participate in Cultural Enrichment activities per year, 10/2020 - 9/2023.	Participation
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Indicator 4.1: Minimum of 50% of <i>OHIA</i> high school students will meet with College and Career Coaches per year, 10/2020 - 9/2023.	Participation
Indicator 4.2: % <i>OHIA</i> students who self-report intention to enroll in postsecondary education will increase a minimum of 25% compared to baseline rate by end of grant, 10/2020 - 9/2023.	Survey Results
* <i>OHIA</i> students are students who participate in direct programming (non- <i>Achieve 3000</i> or software-based activities).	

Baseline Data: Baseline data for all measures – 2019-20 school year– will be collected during the first quarter of Year 1. Evaluation will monitor yearly progress toward achieving outcomes compared to baseline data.

- **Evaluation Procedures:** Evaluators will solicit feedback from all stakeholder groups to ensure participants provide data needed to thoroughly assess outcomes and inform decision-making procedures. Evaluation of the goal, objectives and outcomes will include: **Process (Formative) Evaluation** – Process evaluation is an internal necessity for staff and planners to determine if the project is being implemented as intended. Process evaluation monitors ongoing implementation in comparison to the funded scope and sequence of the project to monitor fidelity and promote timely, thorough completion of project services. Process Evaluation fills important program assessment steps, including: (1) evaluate and document fidelity and variability in program implementation across sites in relation to Logic Model, Timeline and proposed scope of the project; (2) test validity of implementation model for relationships between interventions and outcomes; (3) monitor dose of interventions across intended recipients of interventions; (4) provide accountability data needed to inform stakeholders and partners of implementation progress and (5) generate feedback data to promote improvement of project, refinement of services and replication of effective strategies. The *OHIA* Timeline, Logic Model and evaluation *FORECAST* Action Model will serve as process tools allowing evaluators to determine compliance with the scope / schedule of the proposed project. **Outcome (Summative) Evaluation** – The purpose of outcome evaluation is to assess the effectiveness of the project and the outcomes of implementation on the targeted population. Outcome evaluation will measure indicators that correspond to *OHIA* Layers of Service to determine the magnitude of results and project effectiveness in meeting needs. Outcome evaluation will generate data assessing impact of *OHIA* and will equip project managers with information needed to analyze results by component and by subgroups / schools to determine if interventions yield positive growth and promote success; analysis will promote replication and sustainability of promising and effective practices. **Data Collection** – Evaluators and the Project Director will collect data to establish baseline thresholds for GPRA and performance measures. Baseline data will facilitate comparative analysis of interim, annual and end-of-project data to measure outcomes. Ongoing data collection using project-specific tools will facilitate analysis and timely reporting of results. **Evaluation Tools** – Evaluators will utilize multiple instruments to collect qualitative and quantitative data: (1) School Performance Data: Annual state achievement data, compared to baseline, will measure academic outcomes (attendance rates, graduation rate, college going rate, state assessment / Basic Reading Inventory / Hawai‘i School Readiness scores). (2) Participant Surveys: *OHIA* educators, Project Director, students and parents will complete annual surveys to measure perceptions of project impact and progress at participating schools. (3) Timeline / Logic Model: Evaluators will monitor

implementation benchmarks compared to Timeline and Logic Model to assess progress; (4) Site Visits: Evaluators will conduct multiple site visits to solicit feedback from stakeholders (focus groups, observational analysis of progress). **Data Analysis** – Evaluators will complete multiple statistical treatments of data. Subgroup analysis will track changes in achievement gap data. Evaluators will collect data for Treatment / Control groups to facilitate matched comparison evaluation that meets *What Works Clearinghouse* standards:

TREATMENT GROUP (n = minimum of 500 students)	Random selection of Native Hawaiian students who participate in <i>OHIA</i> .
CONTROL GROUP (n = minimum 250 students)	Random selection of Native Hawaiian students from target schools not participating in <i>OHIA</i> .

- **Reporting:** Evaluators will collaborate with the Project Director to submit Annual Performance Reports (date determined by USDOE). Ongoing reporting to the Advisory Board will ensure stakeholder feedback.
- **Feedback and Assessment:** Analysis of data will be extensive and ongoing to ensure feedback that facilitates program improvement. Evaluators will monitor project design layers through assessment of process and outcome measures to examine the effectiveness of the program as it evolves. **Primary Audience** – EduShift, Inc. – external evaluation team – will provide evaluation data, results and feedback to Friends of the Future to promote continuous project improvement and submit required reports to U.S. Department of Education per grant requirements. **Secondary Audience** – EduShift, Inc. and FOF will disseminate evaluation results to participating school administrators / educators, parents, project partners and the school community to inform all stakeholders of project successes, outcomes and ongoing challenges. Through evaluation, grant managers will monitor progress across all outcome measures, the evaluation plan, the implementation timeline and the logic model to determine if the project is making progress toward intended outcomes. Based on evaluation results, *OHIA* grant managers will make changes and improve the project to best meet the needs of Native Hawaiian students and families. Evaluation by an external evaluation team will ensure objectivity and increase integrity of the process. **Annual Progress** – The Evaluation Plan, Timeline and Logic Model will be reviewed throughout the project to ensure evaluation provides data to help grant managers implement a highly-effective project. The Project Director will solicit feedback from stakeholders to promote continuous improvement.